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ABSTRACT

The Fall 1974 South Carolina Statewide Testing Program included an achievement test; the Comprehensive Tests of Basic Skills; the Short Form Test of Academic Aptitude; and the Student Survey and Attitude Inventory (SSAI), which is the subject of this report. The SSAI was administered in November 1974 to 48,107 students. Most of South Carolina's seventh grade students and a sample of ninth and eleventh grade students participated in this phase of the program. The SSAI is an instrument which measures how students feel about themselves, other people, and the world; it is seen as having potential for examining the attitudes of students and obtaining an indication of change in their self-concept. This document contains the SSAI Form A, questionnaire results and discussion, a detailed model of the SSAI, and a computer printout report of the statewide, seventh grade student survey section of the SSAI. (Author/RC)

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ABSTRACT

Fall, 1974
South Carolina Student Survey and Attitude Inventory

VOLUME 1, NUMBER 18 MAY 1975

SOUTH CAROLINA DEPARTMENT OF EDUCATION
Cyril B. Busbee, State Superintendent
Columbia, South Carolina 29201

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ABSTRACT

Fall, 1974 South Carolina

Student Survey and Attitude Inventory

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ABSTRACT

Fall 1974

South Carolina Student Survey and Attitude Inventory

The Fall 1974, South Carolina Statewide Testing Program included an achievement test; the Comprehensive Tests of Basic Skills; the Short Form Test of Academic Aptitude (the results of which were published earlier); and the Student Survey and Attitude Inventory (SSAI), which is the subject of this report.

The SSAI was administered in November 1974, to a total of 48,107 students. Most of South Carolina's seventh grade students and a sample of ninth and eleventh grade students participated in this phase of the program. Approximately 73 percent (39,832 students) of the total seventh grade enrollment were tested; 9 percent were absent, and 18 percent were enrolled in four districts which did not participate in the program. Nine percent of the ninth and eleventh graders were also tested. Urban students were not adequately represented in this phase of the program because of the lack of participation by two of the larger districts. Since the students in the nonparticipating districts comprise a large part of the urban school enrollment, the test results may well have a rural bias.

Description of the Test

The Student Survey and Attitude Inventory (SSAI) is an instrument which measures how students feel about themselves, other people, and the world. The South Carolina Department of Education has cooperated with Dr. Ellen Greenberger, of Johns Hopkins University, in pilot-testing the inventory in order to refine the instrument and develop norms.

The form of SSAI used for the Fall administration has two parts. The first contains a twenty-five question student survey which requires a total of eighty responses by the student. (See Appendix A for a copy of the instrument.) The questions elicit information about the students, their background, and attitudes. The second section of the instrument contains

eighty-nine statements for which each respondent is asked to indicate his or her degree of agreement on a four-point scale. The inventory includes statements relating to nine different aspects of personality. These provide sub-scores in the areas of self-reliance, work-orientation, identity, communication skills, enlightened trust, knowledge of major roles, social commitment, openness to socio-political change, and tolerance of individual and cultural differences. (See Appendix B for a detailed description of the SSAI model.) Self-concept is measured by the items in the self-reliance, work-orientation, and identity subscales, which when looked at together form the Individual Adequacy Scale. Since a mature response on some items requires a response of A, agree strongly, and on other items requires a response of D, disagree strongly, some item responses must be reversed in scoring to make it possible to score responses consistently.

In scoring the inventory, the responses are added by subscale item and divided by the number of items in the subscale. This provides a subscore on each subscale with a range of one to four and a midpoint of 2.5. Specific subscales can be combined into groups of three to form scales. The individual scores on subscales are additive in specific combinations. The range for the combined scores is from three to twelve, with a midpoint of 7.5.

Rationale

If the graduates of South Carolina's schools are to be prepared sufficiently to face the future, they will need more than basic skills in reading and mathematics. For that reason, the State Department of Education—through Vocational Education, Drug Abuse Education, Guidance, and General Education—supports those programs which are designed to instill a more mature (positive) self-concept in students. To this end, a number of instructional television programs related to self-concept have been developed or obtained from other sources; the series includes *Inside Out, Ripples, Bread and Butterflies,* and others.

In order to determine how successful these efforts have been, an evaluation (or measurement) indicator is necessary. Continuing Objective 4.1 delineates the requirement as, "By 1978, 60 percent of all eleventh grade students will surpass the base median score of 1974–75 on an evaluation instrument specified by the State Department of Education."

The Psycho-Social Maturity (PSM) Scale was chosen as the instrument that would best meet the information needs of the Department. Using the name SSAI, it has become an established

component of the Statewide Testing Program and has enormous potential for examining the attitudes of students and obtaining an indication of change in their self-concept.

The median score on the Individual Adequacy Scale of the SSAI for the Fall 1974, grade eleven test data provides the baseline data specified by the Continuing Objective 4.1.

SSAI RESULTS FOR FALL 1974

Student Survey Section: Seventh Grade

The Student Survey Section includes questions regarding the students, their interests, and background. There were 20,315 males (51 percent) and 19,393 females (49 percent) who participated in the program. The racial composition was 60.8 percent white, 35.9 percent black, and 3.3 percent other. An interesting result is that 576 participants claimed to be American Indian. This far exceeds the number possible and may be due to an idiosyncrasy of the respondents for a particular school and/or it may be an indicator of resistance, among a small minority of the students, to either the survey or racial categorization. (See Appendix C for the computer printout reports.)

The students were asked to name the school program with which they identified themselves. There were 16.4 percent in the college prep area, 24.5 percent in general, 2.9 percent in business, 2.9 percent in vocational, and 53.2 percent were undecided, which is to be expected with seventh grade students.

In terms of the grade obtained in most school subjects, 17.3 percent of the students responded that they had an "A" average; 46.5 percent, "B"; 29.0 percent, "C"; 5.4 percent, "D"; and 1.7 percent, "F." Self-reporting of grade point average may not be a most reliable response. It is interesting to note that almost half the students indicated that they were "B" students.

Students were also asked to indicate their involvement in various interest groups within the school. In terms of academic clubs, most of the seventh graders (85 percent) said they were not members. Twenty-two percent were actively involved in cultural clubs, and 15 percent were involved in hobby clubs. Other organizations, in which there was not a great deal of interest, included service clubs, social clubs, publications, and student governement. Sixteen percent of the students were actively involved in varsity sports. There also was considerable interest in intramural sports with 31 percent of the students reporting that there were actively involved. For sports-related activities, 21 percent indicated an active interest.

The students were also asked to indicate how much time they devoted to participating in school activities. Twenty-nine percent said that they did not participate at all; 27 percent

participated in one activity; 20 percent participated in two; 11 percent in three; 6 percent in four; and 8 percent in five or more. In terms of the amount of time spent in school activities, most of the students (47 percent) said they spent no time; 32 percent spent up to two hours; 14 percent spent three to six hours; 5 percent spent seven to twelve hours; and 2 percent spent more than twelve hours. By way of comparison, 4.7 percent of the students did no homework; 59 percent spent two hours per week; 24 percent spent three to six hours; 9 percent spent seven to twelve hours; and 3 percent spent more than twelve hours. In terms of time spent at paid jobs, 59 percent spent no time; 10 percent spent less than two hours; 17 percent three to six hours; 9 percent, spent seven to twelve hours; and 5 percent spent more than twelve hours. In terms of time spent participating in organized group activities outside of school, 38 percent spent no time outside; 25 percent spent less than two hours; and 4 percent spent more than twelve hours. In terms of time spent with friends, 13 percent spent no time with friends; 54 percent spent less than two hours; 18 percent spent three to six hours; 8 percent, seven to twelve hours; and 7 percent, more than twelve hours. Time spent watching television was as follows: 2 percent spent no time; 14 percent spent less than two hours; 33 percent spent three to six hours; 23 percent spent seven to twelve hours; 11 percent, thirteen to twenty hours; and 17 percent, more than twenty hours.

The next question dealt with absenteeism. Forty-eight percent of the students responded that they were never absent; 36 percent responded that they were absent a few days during the year; 9 percent responded that they were absent one to two days per month; 5 percent, one day per week; and 2.6 percent, more than one day per week. In terms of attendance at school activities, 25 percent said they attended most of the time; 17 percent, often; 41 percent, occasionally; and 16 percent, never.

Students were asked to respond to various personal characteristics in terms of importance. In terms of being a hard worker, 59 percent considered being a hard worker extremely important; 35 percent, somewhat important; 5 percent, not important. Being well-liked was extremely important for 55 percent. Contributing to society was ranked relatively lower, with only 35 percent saying it was extremely important. Being intelligent was surprisingly high, with 62 percent rating it extremely important. Decisions were rated by 56 percent as being extremely important; 35 percent, somewhat important; and 9 percent, not important. Forty-five percent felt that athletics was extremely important; 42 percent somewhat important; and 13 percent, not important. Getting along, as might be expected, was ranked highly with 65 percent rating it very important; 29 percent, somewhat important; and 5 percent, not important. Emphasis on good grades was tremendously high at the seventh grade level with 77 percent saying it was extremely important; 20 percent, somewhat important; and 3 percent, not important.

The students were asked to respond to the same questions in terms of how important certain characteristics were to their friends. Interestingly enough, not as many felt that their friends thought hard work was as important as they did, with only 42 percent indicating it was extremely important; 46 percent, somewhat important; and 12 percent, not important. In terms of being well liked, 55 percent indicated that their friends felt that it was extremely important; 36 percent, somewhat; and 9 percent, not important. The importance to society was not considered particularly significant. Being intelligent was still considered quite important, with 51 percent concurring, while 51 percent also said it was extremely important to their friends to make decisions. Athletics were extremely important for 45 percent, getting along was extremely important to 48 percent, and good grades were extremely important for 59 percent.

The students were requested to respond to the same questions in terms of how their teachers felt. Seventy-one percent indicated that their teachers thought it was extremely important to be a hard worker; 42 percent to be well liked; 38 percent, to make contributions to society; 67 percent, to be intelligent; 49 percent, to make their own decisions; 30 percent, athletics; 61 percent, to get along with people; and 74 percent, to make good grades.

Students were asked to indicate what they would miss if attending school was no longer required. In terms of discussion with teachers, 29 percent thought they would miss it a lot; 46 percent would miss it a little; and 25 percent, not at all. In regard to taking courses, 36 percent thought they would miss it a lot; 39 percent, a little; and 25 percent, not at all. In terms of school activities, 51 percent felt that they would miss it a lot; 31 percent, a little; 18 percent, not at all. In terms of seeing friends, 75 percent felt they would miss it a lot; 15 percent, a little; and 10 percent, not at all. The most important thing that students like about school, which is not unexpected, appears to be seeing friends.

Next, students were asked to indicate how many of their teachers take a personal interest in them. They responded as follows: 16 percent, all; 21 percent, most; 22 percent, some; 26 percent, few; and 15 percent, none. Question fourteen requested students to respond to a number of statements indicating whether they were generally true or generally false. The statements showing the highest agreement were, "Most teachers here take their work seriously," and "My teachers were willing to talk with the student about the student's problems." Also high was, "Students at this school are treated with respect." There was moderately high agreement with the other statements, which included, "Students here are expected to do a lot of projects on their own"; "Teachers here work only as hard as they have to"; "Students here have to do everything just the way the teachers say"; and "My friends here at school don't respect their teachers very much."

Thirty percent of the students indicated that their parents knew the names of the teachers they had this year. Forty-five percent felt that parents knew some of the names, and 25 percent said that the parents knew very few or none of them.

The next question was a potentially controversial question which asked, "Are you or would you be best friends with someone of another race?" Apparently this is not considered quite as controversial with students as it may be with some parents; 59 percent responded "yes"; 6 percent, "no"; and 35 percent, "don't know."

The next question asked students to indicate whether or not their parents participated in any activities related to school, including such things as PTA meetings, volunteer help, bake sales, and school board meetings. In response to the question, 39 percent said never; 36 percent, occasionally; and 25 percent, often.

When asked to indicate what kind of reputation their school has, the students were encouraged to mark more than one category if necessary. The category most frequently mentioned was, "A school where you had to work a lot," with 37 percent so indicating. Thirty-five percent felt that their school was academically strong and that the faculty was particularly good. Thirty-one percent felt that their school was athletically outstanding. Twenty-six percent thought their school had a good vocational program, and twenty-three percent thought their school was easy.

Question nineteen asked how frequently students got together outside of school with their friends. Fifty-five percent responded every day; 22 percent, often; 10 percent, once a week; 5 percent, once or twice a month; and 7 percent, infrequently.

The next question asked about frequency of dating. Keeping in mind that these are 7th graders who responded, 5 percent said every day; 10 percent, often; 14 percent, once a week; 10 percent, once or twice a month; 15 percent, a few times a year; and 47 percent, never.

Question twenty-one asked students to indicate where they spent their school day. As might be expected at the seventh grade level, most of the school day is spent at school. Eighty-three percent responded that most of their time was spent at school; 6 percent said occasionally at school; and 10 percent said they were involved in both school and work study.

The next questions dealt with the amount of parents' education. In terms of grade completed by the father, 7 percent said some elementary school; 5 percent, all elementary; 14

percent, some high school; 18 percent, high school graduate; 5 percent, some college, 9 percent, college graduate; 2 percent, some graduate work; 3 percent, graduate degree; and 36 percent did not know. Evidently, a large number of students either did not know or preferred not to answer such a question. In terms of education completed by the mother, 6 percent said some elementary; 6 percent all elementary; 18 percent some high school; 24 percent high school; 6 percent, some college; 9 percent, college graduate; 2 percent, some graduate work; 2 percent, graduate degree; and 28 percent indicated that they did not know.

Students were also asked if they planned to go to college. Seven percent said no; 8 percent said probably not; 34 percent, probably yes, 24 percent, yes, and 27 percent did not know.

Finally, students were asked to indicate the highest level of education they expected to complete. Four percent indicated below high school; 32 percent, high school; 5 percent, business trade; 23 percent, two-year college; 13 percent, four-year college; 9 percent, master's degree; and 14 percent, professional degree.

Attitude Section – Seventh Grade

The attitude section consists of a series of eighty-nine statements. Students are asked to indicate whether they agree strongly, agree a little, disagree a little, or disagree strongly with each of the statements. The statements have relatively little intrinsic value individually. Together, they can be grouped by various characteristics to indicate how students feel. Since it is necessary that the student's identity be kept confidential in order for students to respond freely, the tests do not require the student's name. Even if confidentiality were not required, however, the test is not sophisticated enough to be a reliable indicator of individual scores. But, with scores on grouped items, the test is a reliable instrument and a useful tool in determining such concepts and feelings as individual worth and attitudes toward society.

Statewide results have been provided as a reference point, or benchmark (for comparison with local data and with statewide data in future years), in order to determine if there has been an improvement in students' self-concept within the State as a result of the activities of the local and State school personnel. The State results will make it possible for local districts and schools to compare themselves to the State data.

Results are given in terms of the mean for each of the subscales and a frequency distribution of raw scores by subscale. Please note that the subscale scores are not comparable across subscales. A 2.7 for work is not necessarily more positive than 2.4 in another category.

The results were as follows: for the individual adequacy cluster of subscales, the means were 2.6 for the work subscale, 2.6 for the self-reliance subscale; and 2.7 for the identity subscale. The individual adequacy scale had a mean of 7.8. The social adequacy scale is composed of social commitment, openness to socio-political change, and tolerance of individual and cultural differences. For social commitment, the mean was 2.7, tolerance was 2.8, and change was 2.7, with the social adequacy scale having a mean of 8.2. The three unrelated scores were communication skills, enlightened trust, and knowledge of major roles. The means of those were 2.4, 2.7, and 2.3, respectively. (See Appendix D for computer printout reports.)

Since the subscales have only a range of one to four, the frequency distribution for each of them is relatively compact. An expanded frequency distribution has been provided on page three of the report to allow a more detailed examination of the subscale distribution.

District Comparisons

The reports were run by district and by school to provide the State Department of Education with the information at the local level and to provide feedback to the local districts. Each district that participated should receive district and school reports.

The district means for Individual Adequacy ranged from a low of 5.7 to a high of 8.7. The range for Social Adequacy was 6.5 to 9.1.

The ninth and eleventh grade samples will be analyzed later. Additional reports and analyses will be conducted with Statewide data during the next few months to provide a breakdown of subscores by various categories.

Continuing Objective 4.1

Since Continuing Objective 4.1 requires grade eleven data, and this report focuses on seventh grade results, the grade eleven results will be highlighted in an SSAI Profile which will be published separately.

APPENDIX A

Student Survey and Attitude Inventory Questionnaire

STUDENT SURVEY AND ATTITUDE INVENTORY

This questionnaire asks you to tell something about your experience in school and about your family and your life outside of school. It also asks your opinions about yourself, and other people and things. Your answers will be kept strictly confidential; your name will not be used with your answers.

Please complete the information requested in the lower right hand corner of this page as you are instructed to do so.

Use a soft lead (No.2) pencil.
Fill in response oval completely.
If you make a mistake, erase the mark completely and then make a new mark.

Mark only one oval per item unless the directions tell you to mark more than one.

For Teacher Use Only:

FORM A

1. Which description fits you best?

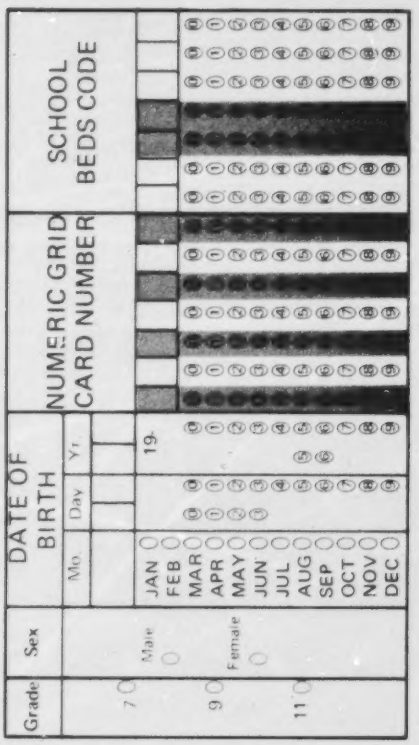
   ○ White
   ○ Black
   ○ Oriental
   ○ American Indian
   ○ Spanish American
   ○ Other

2. What is your curriculum or program in school?

   ○ College Preparatory
   ○ General
   ○ Commercial or Business
   ○ Vocational
   ○ Not yet decided

3. What grade do you make in most of your school subjects?

   ○ About an A average (90 to 100)
   ○ About a B average (80 to 89)
   ○ About a C average (70 to 79)
   ○ About a D average (60 to 69)
   ○ About an F average (lower than 60)



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4. For each of the following activities in which you are participating or plan to participate in this year, please blacken the appropriate oval on each line.

		NOT A MEMBER of this activity	A MEMBER but NOT very active	A MEMBER and VERY ACTIVE	A LEADER or OFFICER in this activity
a.	Academic clubs (e.g., science club, French club, honor societies, etc.)	⬭	⬭	⬭	⬭
b.	Music, drama and speech (e.g., chorus, debate club, etc.)	⬭	⬭	⬭	⬭
c.	Hobby clubs (e.g., chess club, photography club, cooking club, etc.)	⬭	⬭	⬭	⬭
d.	Service clubs (e.g., library and office aides, etc.)	⬭	⬭	⬭	⬭
e.	Social clubs or committees (e.g., dance committee, etc.)	⬭	⬭	⬭	⬭
f.	Publications (e.g., newspapers, yearbook, etc.)	⬭	⬭	⬭	⬭
g.	Student government (e.g., class secretary, vice-president of student body, etc.)	⬭	⬭	⬭	⬭
h.	Varsity sports (competition with other schools)	⬭	⬭	⬭	⬭
i.	Intramural sports (competition with other classes or groups within your own school)	⬭	⬭	⬭	⬭
j.	Sports-related activities (e.g., cheerleader, majorettes, band, etc.)	⬭	⬭	⬭	⬭

5. In how many separate school clubs, organizations, activities, or committees do you plan to participate this year?

0	1	2	3	4	5	6	7	8	9 or more
⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭

6. On the average, how many hours per week do you spend doing each of the following things? (Mark one oval on each line.)

		None	Less than 2 hours	3-6 hours	7-12 hours	13-20 hours	21 or more hours
a.	Participating in school clubs, teams, committees, or activities	⬭	⬭	⬭	⬭	⬭	⬭
b.	Doing homework or studying	⬭	⬭	⬭	⬭	⬭	⬭
c.	Working at a paid job	⬭	⬭	⬭	⬭	⬭	⬭
d.	Participating in organized group activities OUTSIDE OF SCHOOL (e.g., church groups, scouts, hospital aides, community projects)	⬭	⬭	⬭	⬭	⬭	⬭
e.	Getting together with or talking on the phone with friends	⬭	⬭	⬭	⬭	⬭	⬭
f.	Watching TV	⬭	⬭	⬭	⬭	⬭	⬭

7. About how many days are you absent from school on the average?

⬭ Almost never absent
⬭ A few days a year
⬭ Once or twice a month
⬭ About once a week
⬭ More than once a week

8. How frequently do you attend school functions like dances, sports events, class plays, etc.?

⬭ Most of the time
⬭ Often
⬭ Once in awhile
⬭ Never

9. Below is a list of traits or brief descriptions of what a person may be like. People, of course, feel differently about what they want to be like.

How important is it to YOU to be like each of the descriptions below?

		Extremely Important	Somewhat Important	Not Important
a.	A hard worker	⬭	⬭	⬭
b.	Well-liked	⬭	⬭	⬭
c.	Contribute to my community and society	⬭	⬭	⬭
d.	Intelligent	⬭	⬭	⬭
e.	Make my own decisions	⬭	⬭	⬭
f.	Good in sports	⬭	⬭	⬭
g.	Get along with people of other races, religions and customs	⬭	⬭	⬭
h.	Get good grades	⬭	⬭	⬭

10. How important is it to most of YOUR FRIENDS to be like each description below?

		Extremely Important	Somewhat Important	Not Important
a.	A hard worker	⬭	⬭	⬭
b.	Well-liked	⬭	⬭	⬭
c.	Contribute to their community and society	⬭	⬭	⬭
d.	Intelligent	⬭	⬭	⬭
e.	Make their own decisions	⬭	⬭	⬭
f.	Good in sports	⬭	⬭	⬭
g.	Get along with people of other races, religions and customs	⬭	⬭	⬭
h.	Get good grades	⬭	⬭	⬭

11. How important is it to most of your TEACHERS for YOU to be like each of the descriptions below?

		Extremely Important	Somewhat Important	Not Important	I don't know
a.	A hard worker	⬭	⬭	⬭	⬭
b.	Well-liked	⬭	⬭	⬭	⬭
c.	Contribute to my community and society	⬭	⬭	⬭	⬭
d.	Intelligent	⬭	⬭	⬭	⬭
e.	Make my own decisions	⬭	⬭	⬭	⬭
f.	Good in sports	⬭	⬭	⬭	⬭
g.	Get along with people of other races, religions and customs	⬭	⬭	⬭	⬭
h.	Get good grades	⬭	⬭	⬭	⬭

12. If, for some reason, there were to be no more school, how much would you miss the following things? (Mark one oval on each line.)

		I would miss it a lot	I would miss it a little	I would not miss it at all
a.	Discussing things with my teachers	⬭	⬭	⬭
b.	Taking courses	⬭	⬭	⬭
c.	Participating in school activities	⬭	⬭	⬭
d.	Seeing my friends	⬭	⬭	⬭

13. How many of your teachers take a personal interest in you?

- ⬭ All of them
- ⬭ Most of them
- ⬭ Some of them
- ⬭ A few of them
- ⬭ None of them

14. Mark the oval under TRUE when the statement is generally true. Mark the oval under FALSE when the statement is generally false. (Mark one oval on each line.)

True	False	
⬭	⬭	Most teachers here take their work seriously.
⬭	⬭	Students here are expected to do a lot of projects on their own.
⬭	⬭	Teachers here work only as hard as they have to.
⬭	⬭	Students here have to do everything just the way the teacher says.
⬭	⬭	My teachers are willing to talk with a student about a student's problems.
⬭	⬭	My friends here at school don't respect their teachers very much.
⬭	⬭	Students at this school are treated with respect.

15. Do your parents know the names of the teachers you have this year?

⬭ Yes, they know ALL of their names.
⬭ Yes, they know SOME of their names.
⬭ No, they know VERY FEW or NONE of them.

16. Are you or would you be "best friends" with someone of another race?

⬭ Yes
⬭ No
⬭ I don't know

17. Do your parents participate in any activities related to your school (e.g., PTA meetings, volunteer helper, bake sales, school board meetings)?

⬭ Never
⬭ Occasionally
⬭ Often

18. In this area, what is your school particularly noted for? That is, what kind of reputation does it have? (Mark as many ovals as apply.)

⬭ A school that is particularly good academically
⬭ A school with a very good vocational program
⬭ A school with an especially good faculty
⬭ A school with outstanding athletic teams
⬭ A school that is "easy" -- where you don't have to work too hard
⬭ A school that is "hard" -- where you have to work a lot

19. How frequently do you get together outside of school with your friends?

- ⬭ Every day
- ⬭ Several times a week
- ⬭ About once a week
- ⬭ Once or twice a month
- ⬭ Infrequently

20. How frequently do you date or go out with a friend of the opposite sex?

- ⬭ Every day
- ⬭ Several times a week
- ⬭ About once a week
- ⬭ Once or twice a month
- ⬭ A few times a year
- ⬭ Never

21. Where do you spend your school day?

- ⬭ All day at this school
- ⬭ Part of the day here, part at a vocational or technical school
- ⬭ Part of the day here, part out of this school in a work-study program

22. Mark the highest level of education your father completed.

- ⬭ Some grade school
- ⬭ Finished grade school
- ⬭ Some high school
- ⬭ High school diploma
- ⬭ Some college
- ⬭ College graduate
- ⬭ Some graduate or professional school after college
- ⬭ Professional or graduate degree
- ⬭ Don't know

23. Mark the highest level of education your mother completed.

- ⬭ Some grade school
- ⬭ Finished grade school
- ⬭ Some high school
- ⬭ High school diploma
- ⬭ Some college
- ⬭ College graduate
- ⬭ Some graduate or professional school after college
- ⬭ Professional or graduate degree
- ⬭ Don't know

24. Do you think you will go to college?

- ⬭ Definitely no
- ⬭ Probably no
- ⬭ Probably yes
- ⬭ Definitely yes
- ⬭ Don't know

25. Mark the highest level of education you expect to complete.

- ⬭ I do not expect to finish high school.
- ⬭ High school
- ⬭ Business or trade school
- ⬭ Two-year college
- ⬭ A bachelor's degree (4 years)
- ⬭ A master's degree or some graduate education
- ⬭ A professional degree (medicine, law, etc.) or a doctorate (e.g., in physics, English, etc.)

For the rest of the items you are to indicate whether you Agree Strongly, Agree a Little, Disagree a Little, or Disagree Strongly. Remember that your answers will be kept confidential; therefore, please answer all items exactly the way you really feel. Please answer each item as quickly as possible since there are many items to read.

	Agree Strongly	Agree a Little	Disagree a Little	Disagree Strongly
26. Hard work is never fun.	⬭	⬭	⬭	⬭
27. I don't like to tell my ideas about God when I know others will disagree with me.	⬭	⬭	⬭	⬭
28. It would be hard to write a letter explaining why I should be hired for a job.	⬭	⬭	⬭	⬭
29. I'm the sort of person who can't do anything really well.	⬭	⬭	⬭	⬭
30. If you see a coat you think you might like to buy, the salesperson should agree to save it for as long as it takes you to decide.	⬭	⬭	⬭	⬭
31. If people are picked in a fair way to be on a trial jury, they are sure to reach a fair decision.	⬭	⬭	⬭	⬭
32. I would rather use my free time to enjoy myself than to help raise money for a neighborhood project.	⬭	⬭	⬭	⬭
33. If a friend whose ideas about God are very different from mine gave me a religious magazine to read, I wouldn't read it.	⬭	⬭	⬭	⬭
34. A man shouldn't cook dinner for his wife and children unless the wife is sick.	⬭	⬭	⬭	⬭
35. If something more interesting comes along, I will usually stop any work I'm doing.	⬭	⬭	⬭	⬭

	Agree Strongly	Agree a Little	Disagree a Little	Disagree Strongly
36. It's not very practical to try to decide what kind of job you want because that depends so much on other people.	⬭	⬭	⬭	⬭
37. Even if I know how to do something, I find it hard to teach someone else.	⬭	⬭	⬭	⬭
38. I can't really say what my interests are.	⬭	⬭	⬭	⬭
39. If I find something on the sidewalk, it's mine because I found it.	⬭	⬭	⬭	⬭
40. There is no way to decide ahead of time whom you can trust.	⬭	⬭	⬭	⬭
41. Why work for something that others will enjoy if you won't be alive to enjoy it too?	⬭	⬭	⬭	⬭
42. Allowing people to speak their ideas freely can't really help us find ways to improve our country.	⬭	⬭	⬭	⬭
43. We should limit the number of women who can train for jobs usually held by men, such as dentist or engineer.	⬭	⬭	⬭	⬭
44. When a job turns out to be much harder than I was told it would be, I don't feel I have to do it perfectly.	⬭	⬭	⬭	⬭
45. If you haven't been chosen as the leader, you shouldn't suggest how things should be done.	⬭	⬭	⬭	⬭
46. It is hard to talk to someone you don't know.	⬭	⬭	⬭	⬭
47. I can't think of any kind of job that I would like a lot.	⬭	⬭	⬭	⬭
48. Teachers should not expect as much homework from athletes who have to spend a lot of time at athletic practice.	⬭	⬭	⬭	⬭
49. People can be trusted no matter what they have to win or lose.	⬭	⬭	⬭	⬭
50. I would only give a large sum of money to medical research on cancer if I knew they would find a cure in my lifetime.	⬭	⬭	⬭	⬭
51. Spanish-speaking people who live in the United States will feel happier in the long run if they never use their own language.	⬭	⬭	⬭	⬭
52. Women who decide not to be mothers are not doing what they should.	⬭	⬭	⬭	⬭
53. I find it hard to stick to anything that takes a long time to do.	⬭	⬭	⬭	⬭
54. In a group I prefer to let other people make the decisions.	⬭	⬭	⬭	⬭
55. In a discussion, I often find it hard to understand what people are trying to say.	⬭	⬭	⬭	⬭

	Agree Strongly	Agree a Little	Disagree a Little	Disagree Strongly
56. My life is pretty empty.	⬭	⬭	⬭	⬭
57. If a salesman is very nice to you, you should try to buy something from him.	⬭	⬭	⬭	⬭
58. You can be sure people will be honest with you if you are honest with them.	⬭	⬭	⬭	⬭
59. If I felt strongly about something, like race relations or better medical care for the poor, I would only work for it if there was a chance things could be changed quickly.	⬭	⬭	⬭	⬭
60. I don't think I could be close friends with a crippled person.	⬭	⬭	⬭	⬭
61. Women should not be elected to top government positions.	⬭	⬭	⬭	⬭
62. I hate to admit it, but I give up on my work when things go wrong.	⬭	⬭	⬭	⬭
63. You can't be expected to make a success for youself if you had a bad childhood.	⬭	⬭	⬭	⬭
64. I do not mix well with other people.	⬭	⬭	⬭	⬭
65. I can't seem to keep people as friends for very long.	⬭	⬭	⬭	⬭
66. If you're a guest in somebody's home and make a phone call that only costs about a dollar, you don't have to offer to pay for it.	⬭	⬭	⬭	⬭
67. A person's boss would never purposely give him bad advice about whether he could get a better job somewhere else.	⬭	⬭	⬭	⬭
68. It's not really my problem if my neighbors are in trouble and need help.	⬭	⬭	⬭	⬭
69. It would bother me to work for a person whose skin color is different from mine.	⬭	⬭	⬭	⬭
70. Schools should not let new methods of teaching, like TV and tapes, take up too much time in school.	⬭	⬭	⬭	⬭
71. I often don't get my most important work done because I've spent too much time on other work.	⬭	⬭	⬭	⬭
72. Luck decides most things that happen to me.	⬭	⬭	⬭	⬭
73. I often forget to listen to what others are saying.	⬭	⬭	⬭	⬭
74. I'm acting like something I'm not a lot of the time.	⬭	⬭	⬭	⬭
75. If you buy a sweater with a tag saying "cannot be returned" and it turns out to be too small, you should insist that the store take it back.	⬭	⬭	⬭	⬭

	Agree Strongly	Agree a Little	Disagree a Little	Disagree Strongly
76. A person who would lie in one situation would be likely to lie in all situations.	⬭	⬭	⬭	⬭
77. Time you spend helping others get what they want would be better spent trying to get what you want.	⬭	⬭	⬭	⬭
78. I would not make friends with a person who had very different manners and clothes from most of my other friends.	⬭	⬭	⬭	⬭
79. I would like to talk to other students all over the world by way of satellite.	⬭	⬭	⬭	⬭
80. I seldom get behind in my work.	⬭	⬭	⬭	⬭
81. The main reason I'm not more successful is that I have bad luck.	⬭	⬭	⬭	⬭
82. It is hard to speak your thoughts clearly.	⬭	⬭	⬭	⬭
83. I never know what I'm going to do next.	⬭	⬭	⬭	⬭
84. It's all right that a policeman takes a little better care of those stores where the owner gives him a tip once in a while.	⬭	⬭	⬭	⬭
85. Nobody really wants to cheat another person out of something.	⬭	⬭	⬭	⬭
86. If I had the choice of competing against a friend so I could win all of a prize, or being part of a team with him and sharing the prize, I'd compete against him.	⬭	⬭	⬭	⬭
87. People of different races or skin color should get together at parties and dances.	⬭	⬭	⬭	⬭
88. Men should be able to train themselves for jobs usually held by women, such as elementary school teacher, nurse, and telephone operator.	⬭	⬭	⬭	⬭
89. I tend to go from one thing to another before finishing any one of them.	⬭	⬭	⬭	⬭
90. When things go well for me, it is usually not because of anything I myself actually did.	⬭	⬭	⬭	⬭
91. It is not hard to give a talk in front of other people.	⬭	⬭	⬭	⬭
92. I change the way I feel and act so often that I sometimes wonder who the "real" me is.	⬭	⬭	⬭	⬭
93. If you're in a hurry in a store, others should be willing to let you get ahead of them.	⬭	⬭	⬭	⬭
94. If a person is on trial in court, the decision will be fair no matter what kind of family he comes from.	⬭	⬭	⬭	⬭

	Agree Strongly	Agree a Little	Disagree a Little	Disagree Strongly
95. If there is only one copy of a book everyone wants to read, the person who gets it first should be able to keep it as long as he wishes.	⬭	⬭	⬭	⬭
96. I would rather not live in a neighborhood where there are people of different races or skin color.	⬭	⬭	⬭	⬭
97. Children cannot be happy staying in day care centers while their mothers are at work.	⬭	⬭	⬭	⬭
98. I often don't finish work I start.	⬭	⬭	⬭	⬭
99. I feel very uncomfortable if I disagree with what my friends think.	⬭	⬭	⬭	⬭
100. I am not good at describing things in writing.	⬭	⬭	⬭	⬭
101. Nobody knows what I'm really like.	⬭	⬭	⬭	⬭
102. People who work for the city should not have to pay traffic tickets because they already do so much for the city.	⬭	⬭	⬭	⬭
103. If you can trust a person in one way, you know you can trust him in all ways.	⬭	⬭	⬭	⬭
104. I would rather give an old TV set to someone I know than to an orphans' home.	⬭	⬭	⬭	⬭
105. I would not mind working closely on a job with a person whose skin color is different from mine.	⬭	⬭	⬭	⬭
106. I wouldn't like it if a lot of girls my age become lawyers, engineers, and business managers.	⬭	⬭	⬭	⬭
107. I often leave my homework unfinished if there are a lot of good TV shows on that evening.	⬭	⬭	⬭	⬭
108. It is best to agree with others, rather than say what you really think, if it will keep the peace.	⬭	⬭	⬭	⬭
109. People find it hard to figure me out from what I say.	⬭	⬭	⬭	⬭
110. I am not really accepted and liked.	⬭	⬭	⬭	⬭
111. You can never rely on other people to help you if you have something important to do.	⬭	⬭	⬭	⬭
112. If a sign in a park says "Do not pick the flowers - They are here for all to enjoy", you can pick a few if you have a good personal reason.	⬭	⬭	⬭	⬭
113. If we don't encourage women to work, we are seriously reducing what the country could accomplish.	⬭	⬭	⬭	⬭
114. A person is responsible only for the happiness of his family, relatives, and close friends.	⬭	⬭	⬭	⬭

APPENDIX B

Detailed Model of the SSAI

DETAILED MODEL OF THE SSAI

Individual Adequacy

Self-Reliance

- Absence of excessive need for social validation
- Sense of control
- Initiative

Work-Orientation

- General work skills
- Standards of competence
- Pleasure in work

Identity

- Clarity of self-concept
- Consideration of life goals
- Self-esteem
- Internalized values

Social Adequacy

Social Commitment

- Feelings of community
- Willingness to modify personal goals in favor of social goals
- Readiness to form alliances
- Interest in long-term social goals

Openness to Socio-Political Change

- General openness to change
- Recognition of costs of status quo
- Recognition of costs of change

Tolerance of Individual and Cultural Differences

- Willingness to interact with people who differ from the norm
- Sensitivity to the rights of people who differ from the norm
- Awareness of costs and benefits of tolerance

The following subscales do not combine to make a scale:

Communication Skills

- Ability to encode messages
- Ability to decode messages
- Empathy

Enlightened Trust

- Rational dependence
- Rejection of simplistic views of human nature
- Awareness of constraints on trustworthiness

Knowledge of Major Roles

- Role-appropriate behavior
- Management of role conflict

APPENDIX C

Computer Printout Report No. 1

Student Survey Section
Statewide Results
Grade Seven

STUDENT SURVEY AND ATTITUDE INVENTORY

OCTOBER, 1974

SSAI - STUDENT SURVEY SECTION - TABULATION OF RESPONSES

DISTRICT/SCHOOL: SOUTH CAROLINA

GRADE		SEVEN	NINE	ELEVEN
	#	39832	0	0
	%	100.0	0.0	0.0

SEX		MALE	FEMALE
	#	20315	19393
	%	51.2	48.8

1. RACE		WHITE	BLACK	ORIENTAL	AM INDIAN	SPAN AMER	OTHER
	#	23925	14125	191	576	166	385
	%	60.8	35.9	0.5	1.5	0.4	1.0

2. PROGRAM		COLLEGE	GENERAL	BUSINESS	VOCATIONAL	NOT DECIDED
	#	6384	9526	1145	1108	20652
	%	16.4	24.5	2.9	2.9	53.2

3. GRADE PT AVERAGE		A(90-100)	B(80-89)	C(70-79)	D(60-69)	F(LESS 60)
	#	6775	18182	11337	2118	650
	%	17.3	46.5	29.0	5.4	1.7

4A ACADEMIC CLUBS		NOT MEMBER	NOT ACTIVE	ACTIVE	LEADER
	#	33050	2268	2720	700
	%	85.3	5.9	7.0	1.8

4B CULTURAL CLUBS		NOT MEMBER	NOT ACTIVE	ACTIVE	LEADER
	#	25732	4046	8384	563
	%	66.4	10.4	21.7	1.5

4C HOBBY CLUBS		NOT MEMBER	NOT ACTIVE	ACTIVE	LEADER
	#	28571	3185	5976	862
	%	74.0	8.3	15.5	2.2

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SSAI - STUDENT SURVEY SECTION - TABULATION OF RESPONSES OCTOBER, 1974

DISTRICT/SCHOOL: SOUTH CAROLINA

4D SERVICE CLUBS	NOT MEMBER	NOT ACTIVE	ACTIVE	LEADER
#	31523	2518	3426	1050
%	81.8	6.5	8.9	2.7

4E SOCIAL CLUBS	NOT MEMBER	NOT ACTIVE	ACTIVE	LEADER
#	32467	2137	3193	692
%	84.4	5.6	8.3	1.8

4F PUBLICATIONS	NOT MEMBER	NOT ACTIVE	ACTIVE	LEADER
#	32705	2448	2637	659
%	85.1	6.4	6.9	1.7

4G STUDENT GOVERNMENT	NOT MEMBER	NOT ACTIVE	ACTIVE	LEADER
#	31910	2147	2609	1777
%	83.0	5.6	6.8	4.6

4H VARSITY SPORTS	NOT MEMBER	NOT ACTIVE	ACTIVE	LEADER
#	28962	2494	6291	735
%	75.4	6.3	16.4	1.9

4I INTRAMURAL SPORTS	NOT MEMBER	NOT ACTIVE	ACTIVE	LEADER
#	20610	4817	12108	926
%	53.6	12.5	31.5	2.4

4J SPORT RELATED	NOT MEMBER	NOT ACTIVE	ACTIVE	LEADER
#	26792	2372	8244	1134
%	69.5	6.2	21.4	2.9

5. PARTICIPATION	ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT
#	8267	7692	5662	3219	1753	719	377	196	882
%	28.7	26.7	19.7	11.2	6.1	2.5	1.3	0.7	3.1

6A SCHOOL ACTIVITIES	NO HRS	0-2 HRS	3-6 HRS	7-12 HRS	13-20 HRS	21+ HRS
#	18244	12443	5432	1852	572	363
%	46.9	32.0	14.0	4.8	1.5	0.9

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SSAI - STUDENT SURVEY SECTION - TABULATION OF RESPONSES

DISTRICT/SCHOOL: SOUTH CAROLINA

OCTOBER, 1974

6B HOMEWORK

	NO HRS	0-2 HRS	3-6 HRS	7-12 HRS	13-20 HRS	21+ HRS
#	1853	22972	9516	3400	950	450
%	4.7	58.7	24.3	8.7	2.4	1.1

6C PAID JOB

	NO HRS	0-2 HRS	3-6 HRS	7-12 HRS	13-20 HRS	21+ HRS
#	22676	4061	6411	3553	1005	972
%	58.6	10.5	16.6	9.2	2.6	2.5

6D OUTSIDE

	NO HRS	0-2 HRS	3-6 HRS	7-12 HRS	13-20 HRS	21+ HRS
#	14919	9602	9639	2956	929	689
%	38.5	24.8	24.9	7.6	2.4	1.8

6E WITH FRIENDS

	NO HRS	0-2 HRS	3-6 HRS	7-12 HRS	13-20 HRS	21+ HRS
#	5079	20967	7101	3030	1378	1574
%	13.0	53.6	18.1	7.7	3.5	4.0

6F TELEVISION

	NO HRS	0-2 HRS	3-6 HRS	7-12 HRS	13-20 HRS	21+ HRS
#	877	5339	12838	9132	4246	6797
%	2.2	13.6	32.7	23.3	10.8	17.3

7. DAYS ABSENT

	NEVER	FEW DYS YR	1-2/ MON	1 DAY/WK	1+ DAY /WK
#	18693	14084	3559	1939	1032
%	47.6	35.8	9.1	4.9	2.6

8. ATTEND SCHOOL ACTIVI

	MOST TIME	OFTEN	OCASIONAL	NEVER
#	10038	6561	16320	6381
%	25.5	16.7	41.5	16.2

9A HARD WORKER-IMP-YOU

	EXTRMLY	SOMEWHAT	NOT IMPORT
#	23255	13792	2068
%	59.5	35.3	5.3

9B WELL LIKED-IMP-TOYOU

	EXTRMLY	SOMEWHAT	NOT IMPORT
#	21387	14066	3424
%	55.0	36.2	8.8

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SSAI - STUDENT SURVEY SECTION - TABULATION OF RESPONSES OCTOBER, 1974

DISTRICT/SCHOOL: SOUTH CAROLINA

9C SOCIETY-IMP-TO YOU		EXTRMLY	SOMEWHAT	NOT IMPORT
	#	13641	18761	6142
	%	35.4	48.7	15.9
9D INTELLIGENT-IMP-TOYO		EXTRMLY	SOMEWHAT	NOT IMPORT
	#	24239	11759	2812
	%	62.5	30.3	7.2
9E DECISIONS-IMP-TOYOU		EXTRMLY	SOMEWHAT	NOT IMPORT
	#	21688	13618	3341
	%	56.1	35.2	8.6
9F ATHLETIC-IMP-TO YOU		EXTRMLY	SOMEWHAT	NOT IMPORT
	#	17412	16493	4934
	%	44.8	42.5	12.7
9G GET ALONG-IMP-YOU		EXTRMLY	SOMEWHAT	NOT IMPORT
	#	25195	11318	2260
	%	65.0	29.2	5.8
9H GOOD GRADE-IMP-YOU		EXTRMLY	SOMEWHAT	NOT IMPORT
	#	30181	7845	1127
	%	77.1	20.0	2.9
10A HARD WORK-TO FRIENDS		EXTRMLY	SOMEWHAT	NOT IMPORT
	#	16441	17943	4513
	%	42.3	46.1	11.6
10B WELL LIKED-IMP-FRIEN		EXTRMLY	SOMEWHAT	NOT IMPORT
	#	21437	13925	3338
	%	55.4	36.0	8.6
10C SOCIETY-IMP-FRIENDS		EXTRMLY	SOMEWHAT	NOT IMPORT
	#	11028	18947	8354
	%	28.8	49.4	21.8

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SSAI - STUDENT SURVEY SECTION - TABULATION OF RESPONSES

OCTOBER, 1974

DISTRICT/SCHOOL: SOUTH CAROLINA

10D INTELLIGENT-IMP-FRIE	EXTRMLY	SOMEWHAT	NOT IMPORT
#	19745	14688	4178
%	51.1	38.0	10.8

10E DECISIONS-IMP-FRIEND	EXTRMLY	SOMEWHAT	NOT IMPORT
#	19547	14651	4127
%	51.0	38.2	10.8

10F ATHLETIC-IMP-FRINDS	EXTRMLY	SOMEWHAT	NOT IMPORT
#	17341	15718	5480
%	45.0	40.8	14.2

10G GET ALONG-IMP-FRIEND	EXTRMLY	SOMEWHAT	NOT IMPORT
#	18284	15219	4945
%	47.6	39.6	12.9

10H GOOD GRADE-IMP-FRIEN	EXTRMLY	SOMEWHAT	NOT IMPORT
#	23087	12108	3699
%	59.4	31.1	9.5

11A HARD WORKR-TO TEACHE	EXTRMLY	SOMEWHAT	NOT IMPORT	DONIT KNOW
#	27924	4816	795	5586
%	71.4	12.3	2.0	14.3

11B WELL LIKED-IMP-TEACH	EXTRMLY	SOMEWHAT	NOT IMPORT	DONIT KNOW
#	16191	11424	3176	8028
%	41.7	29.4	8.2	20.7

11C SOCIETY-IMP-TEACHER	EXTRMLY	SOMEWHAT	NOT IMPORT	DONIT KNOW
#	14753	10371	3012	10365
%	38.3	27.0	7.8	26.9

11D INTELLIGENT-IMP-TEAC	EXTRMLY	SOMEWHAT	NOT IMPORT	DONIT KNOW
#	25823	6966	1492	4454
%	66.7	18.0	3.9	11.5

SSAI - STUDENT SURVEY SECTION - TABULATION OF RESPONSES OCTOBER, 1974

DISTRICT/SCHOOL: SOUTH CAROLINA

11E DECSIONS-IMP-TEACHER		EXTRMLY	SOMEWHAT	NOT IMPORT	DONIT KNOW
	#	18986	9820	3010	6553
	%	49.5	25.6	7.8	17.1
11F ATHLETIC-IMP-TEACHER		EXTRMLY	SOMEWHAT	NOT IMPORT	DONIT KNOW
	#	11707	11009	5907	9961
	%	30.3	28.5	15.3	25.8
11G GET ALONG-IMP-TEACHE		EXTRMLY	SOMEWHAT	NOT IMPORT	DONIT KNOW
	#	23712	7789	1642	5446
	%	61.4	20.2	4.3	14.1
11H GOOD GRADE-IMP-TEACH		EXTRMLY	SOMEWHAT	NOT IMPORT	DONIT KNOW
	#	28964	4751	1112	4153
	%	74.3	12.2	2.9	10.7
12A TALK TO TEACHER		MISS A LOT	MISS LITTL	NOT AT ALL	
	#	11202	18200	9780	
	%	28.6	46.4	25.0	
12B TAKE COURSES		MISS A LOT	MISS LITTL	NOT AT ALL	
	#	13942	15382	9612	
	%	35.8	39.5	24.7	
12C SCHOOL ACTIVITIES		MISS A LOT	MISS LITTL	NOT AT ALL	
	#	19545	11949	7153	
	%	50.6	30.9	18.5	
12D SEE FRIENDS		MISS A LOT	MISS LITTL	NOT AT ALL	
	#	29206	6033	3781	
	%	74.8	15.5	9.7	
13. TEACHERS CARE		ALL	MOST	SOME	FEW	NONE
	#	6151	8111	8501	9939	5853
	%	16.0	21.0	22.0	25.8	15.2

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SSAI - STUDENT SURVEY SECTION - TABULATION OF RESPONSES

OCTOBER, 1994

DISTRICT/SCHOOL: SOUTH CAROLINA

14A TEACHER WORK SERIOUS	TRUE	FALSE	
#	35393	3965	
%	89.9	10.1	
14B STUDENTS WORK ON OWN	TRUE	FALSE	
#	22757	16519	
%	57.9	42.1	
14C TEACHER WORKS AS EXP	TRUE	FALSE	
#	17430	21663	
%	44.6	55.4	
14D TEACHER WANTS OWN WA	TRUE	FALSE	
#	23956	14879	
%	61.7	38.3	
14E TEACHER DISCUSS PROB	TRUE	FALSE	
#	31207	7830	
%	79.9	20.1	
14F NO TEACHER RESPECT	TRUE	FALSE	
#	18863	20313	
%	48.1	51.8	
14G STUDENTS RESPECTED	TRUE	FALSE	
#	24345	14660	
%	62.4	37.6	
15. PARENTS KNOW TEACHER	ALL NAMES	SOME NAMES	FEW / NONE
#	11736	17552	9976
%	29.9	44.7	25.4
16. BEST FRIENDS-OTHER R	YES	NO	DON'T KNOW
#	23190	2500	13588
%	59.0	6.4	34.6

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SSAI - STUDENT SURVEY SECTION - TABULATION OF RESPONSES

OCTOBER, 1974

DISTRICT/SCHOOL: SOUTH CAROLINA

17. PARENTS SCHOOL ACTIV	NEVER	OCCASIONAL	OFTEN
#	15252	14271	9697
%	38.9	36.4	24.7

18A SCHOOL REPUTATION	ACADEMIC
#	13942
%	100.0

18B SCHOOL REPUTATION	VOCATIONAL
#	10576
%	100.0

18C SCHOOL REPUTATION	FACULTY
#	14074
%	100.0

18D SCHOOL REPUTATION	ATHLETICS
#	12264
%	100.0

18E SCHOOL REPUTATION	EASY SCHOOL
#	9089
%	100.0

18F SCHOOL REPUTATION	HARD SCHOOL
#	14721
%	100.0

19. WITH FRIENDS OUTSIDE	EVERY DAY	OFTEN	ONE WEEK	1-2 MONTH	INFREQUENT
#	21785	8538	4047	2139	2874
%	55.3	21.7	10.3	5.4	7.3

20. DATE OPPOSITE SEX	EVERY DAY	OFTEN	ONCE WEEK	1-2 MONTH	FEW TIME	NEVER
#	1781	4038	5389	3832	5800	18256
%	4.6	10.3	13.8	9.8	14.8	46.7

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DISTRICT/SCHOOL: SOUTH CAROLINA OCTOBER, 1994

21. TIME IN SCHOOL DAY

	AT SCHOOL	VOCAT/SCH	SCH / WORK
#	32563	2465	3975
%	83.5	6.3	10.2

22. GRADE FATHER COMPLET

	SOME ELEM	ALL ELEM	SOME HS	H S GRAD	SOME COL	COL GRAD	AFTER COL	GRAD DEGRE	DON'T KNOW
#	2922	1891	5269	6948	2082	3514	728	1302	14051
%	7.5	4.9	13.6	18.0	5.4	9.1	1.9	3.4	36.3

23. GRADE MOTHER COMPLET

	SOME ELEM	ALL ELEM	SOME HS	H S GRAD	SOME COL	COL GRAD	AFTER COL	GRAD DEGRE	DON'T KNOW
#	2326	2236	6832	9478	2274	3317	677	906	10726
%	6.0	5.8	17.6	24.4	5.9	8.6	1.7	2.3	27.7

24. GO TO COLLEGE

	NO	PROB NOT	PROB YES	YES	DON'T KNOW
#	2781	3082	13102	9399	10665
%	7.1	7.9	33.6	24.1	27.3

25. GRADE YOU WILL FINIS

	BELOW H S	HIGH SCH	BUS/TRADE	2 YR COL	4 YR COL	MASTER DEG	PROF DEGREE
#	1599	12261	1873	8707	4825	3646	5476
%	4.2	31.9	4.9	22.7	12.6	9.5	14.3

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APPENDIX D

Computer Printout Report No. 2

Attitude Section
Statewide Results
Grade Seven

SSAI - ATTITUDE SECTION FREQUENCY DISTRIBUTION OCTOBER, 1974

DISTRICT/SCHOOL: SOUTH CAROLINA Grade Seven

	WORK	SELF-REL	IDENTITY	COMMUNIC	ROLES	TRUST	SOCIAL C	TOLERANCE	CHANGE	INDVDL A	SOCIAL A
11.5-12.00	0	0	0	0	0	0	0	0	0	278	263
10.5-11.49	0	0	0	0	0	0	0	0	0	1813	2605
9.5-10.49	0	0	0	0	0	0	0	0	0	4187	6004
8.5- 9.49	0	0	0	0	0	0	0	0	0	7052	8538
7.5- 8.49	0	0	0	0	0	0	0	0	0	10436	10554
6.5- 7.49	0	0	0	0	0	0	0	0	0	9601	8107
5.5- 6.49	0	0	0	0	0	0	0	0	0	4357	2758
4.5- 5.49	0	0	0	0	0	0	0	0	0	1328	488
3.5- 4.49	2415	3310	5502	1170	4848	442	4774	5620	3912	266	31
2.5- 3.49	20564	19788	20754	17086	20830	14139	20605	23064	24062	43	13
1.5- 2.49	15977	15388	12493	20304	12881	23238	13262	10498	11235	0	0
1.0- 1.49	549	981	692	872	850	1574	741	185	152	0	0
MEAN	2.6	2.6	2.7	2.4	2.7	2.3	2.7	2.8	2.7	7.8	8.2

THERE WERE 39833 RECORDS READ

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FREQUENCY DISTRIBUTION PERCENTS

DISTRICT/SCHOOL: SOUTH CAROLINA

	WORK	SELF-REL	IDENTITY	COMMUNIC	ROLES	TRUST	SOCIAL C	TOLERANCE	CHANGE	INDVDL A	SOCIAL A
11.5-12.00	0	0	0	0	0	0	0	0	0	1	1
10.5-11.49	0	0	0	0	0	0	0	0	0	5	7
9.5-10.49	0	0	0	0	0	0	0	0	0	11	15
8.5- 9.49	0	0	0	0	0	0	0	0	0	18	21
7.5- 8.49	0	0	0	0	0	0	0	0	0	26	26
6.5- 7.49	0	0	0	0	0	0	0	0	0	24	20
5.5- 6.49	0	0	0	0	0	0	0	0	0	11	7
4.5- 5.49	0	0	0	0	0	0	0	0	0	3	1
3.5- 4.49	6	8	14	3	12	1	12	14	10	1	0
2.5- 3.49	52	50	52	43	52	35	52	58	60	0	0
1.5- 2.49	40	39	31	51	32	58	33	26	28	0	0
1.0- 1.49	1	2	2	2	2	4	2	0	0	0	0

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DETAILED FREQUENCY DISTRIBUTION PAGE 3

DISTRICT/SCHOOL: SOUTH CAROLINA

	WORK	SELF-REL	IDENTITY	COMMUNIC	ROLES	TRUST	SOCIAL C	TOLERANCE	CHANGE
3.95- 4.000	192	366	780	85	520	56	545	739	362
3.85- 3.949	193	286	564	69	558	19	489	708	265
3.75- 3.849	335	404	804	106	909	48	640	909	481
3.65- 3.749	479	644	1064	253	1213	77	995	1473	829
3.55- 3.649	549	796	1143	288	1461	96	1976	1611	902
3.45- 3.549	697	814	1143	369	187	151	1315	180	053
3.35- 3.449	892	1238	1563	547	1723	282	1362	1885	1563
3.25- 3.349	1166	1296	1711	733	2069	389	1521	2397	1647
3.15- 3.249	1273	1438	1647	838	1750	508	1733	2094	1830
3.05- 3.149	1656	1630	1864	1117	2257	797	1795	2332	2234
2.95- 3.049	1989	2070	2243	1545	2644	1134	2134	3016	469
2.85- 2.949	2162	2069	2262	1726	2454	1319	2054	2735	2630
2.75- 2.849	2650	2451	2426	2250	2522	1923	2104	2792	2950
2.65- 2.749	2800	2440	2413	2527	2442	2217	2210	2708	2858
2.55- 2.649	3003	2687	2467	2981	2572	2749	4201	2716	3073
2.45- 2.549	2973	2469	2159	2822	397	2829	2180	389	2808
2.35- 2.449	2929	2516	2281	3325	2394	3310	2183	2518	2710
2.25- 2.349	2935	2588	2187	3463	2430	3432	1836	2264	2470
2.15- 2.249	2437	2295	1869	3083	1758	3303	1612	1534	1971
2.05- 2.149	2140	1894	1551	2677	1659	2935	1459	1346	1373
1.95- 2.049	1800	1870	1441	2408	1609	2891	1295	1210	1083
1.85- 1.949	1326	1347	1023	1845	1050	2346	892	701	718
1.75- 1.849	943	1042	820	1397	841	1776	784	453	447
1.65- 1.749	693	827	606	970	616	1380	537	262	239
1.55- 1.649	473	632	444	717	445	1181	723	156	144
1.45- 1.549	293	377	271	419	79	684	291	54	80
1.35- 1.449	197	318	241	322	306	535	186	52	26
1.25- 1.349	177	258	184	307	235	449	146	44	47
1.15- 1.249	54	133	81	77	113	214	50	8	10
1.05- 1.149	22	78	63	38	65	123	49	3	3
1.00- 1.049	99	194	123	128	131	254	113	78	66

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